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ABSTRACT

The checklist and manual are designed to measure changes in parental skills as a result of both group and individualized programing in a home based prescriptive infant program. Guidelines are also given on setting behavioral goals for parents that can be addressed by program activities. The inventory is divided into seven skill areas: parental involvement with the program as a whole, home visits and prescriptions, teaching skills, encouraging language development, physical care, providing a secure and caring environment, and advocacy. Worksheets eliciting information on skill area, goal behavior, strategies, time, others involved, results, and reevaluation/further planning are also included. (CL)

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SKILLS INVENTORY FOR PARENTS

(SIP)

BY JEAN B. WALTRIP

MANUAL

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In particular, the author wishes to acknowledge the help of Corinne W. Garland, Director, Child Development Resources for the suggestion that the Inventory be developed and excellent suggestions on the format, the rating system and selection of specific items as goals.

Alice Savelyev, Speech Pathologist, collaborated with the author in writing fundamental items for the language development section, and Deborah Donelson, Team Leader of the Infant Program made many organizational and language suggestions.

Holly Priest and Beverly Carter of the secretarial staff provided the typing of repeated revisions without complaint and helped develop a compact, attractive and easily scored instrument.

The author also wishes to thank the consultants for TADS (Technical Assistance Delivery Systems) of Chapel Hill, North Carolina for their thoughtful and interested critiques and suggestions. The Parents' Group of Child Development Resources reviewed the SIP in draft form. Their many excellent suggestions for improvement have been incorporated in this edition.

Without the creativity, skills and ongoing interest of these contributors, the Skills Inventory for Parents would not have been possible.

As the Inventory is used, revisions and additions requiring further input both from parents and from specialists in all areas of infant development will be sought and gratefully received.

JBW

FOREWORD

PHILOSOPHY AND BACKGROUND OF THE SKILLS INVENTORY FOR PARENTS

For several years, Child Development Resources has noted that parents as well as children change as a result of being part of a program of early intervention. CDR's program is aimed at building the parents' skills necessary to deliver services to their handicapped children. Sometimes, the impact of this approach which trains the parent to be his child's primary teacher is, in fact, greater for the parent than for the child. Support in adjustment to the situation of having a handicapped child, defining and enhancing parenting skills and exposure to new resources -- material, educational, and information -- have all resulted in new or changed observable parent skills.

Parents at CDR are encouraged to be full team members, involved in assessing their child's strengths and weaknesses and developing the Individualized Developmental Plan (IDP) through which services are delivered to his child. The parent also evaluates these services.

In using the Skills Inventory for Parents, the same philosophy of parent participation is applied. The parent and case manager assess, together, the existing strengths and weaknesses in the parents' current repertoire of skills. Both parent and case manager may comment concerning the frequency with which skills are displayed and may clarify their priorities for skill development. Goals are mutually selected and a service plan leading to skill development is written and reviewed with responsibility for implementation assigned. This is accomplished within a context of an established relationship of trust between parent and case manager.

Parents at CDR have reviewed the Skills Inventory for Parents. Their reactions have been extremely positive. They found that the SIP affords them a clear understanding of the skills they are being asked to develop. Some enjoy the opportunity to document their own skill development. All understand CDR's need for a measure that determines program effectiveness for parents as well as children. Revisions based on parent suggestions have been incorporated in the SIP.

We strongly recommend that programs that do rely on mutually enhancing parent-professional relationships for service delivery and who wish to use or adapt the SIP, do so with full parental involvement in decisions regarding its use or adaptation. We believe that adult learners are most successful when they have a part in setting their own goals and priorities for learning, just as teachers are most successful when their instructional objectives are clearly articulated and progress systematically recorded.

SKILLS INVENTORY FOR PARENTS

MANUAL

Purpose

The Skills Inventory for Parents is an instrument designed to measure changes in parental skills as a result of both group and individualized programming in a home-based prescriptive infant program. The parent program model of Child Development Resources, Inc., (CDR), is designed to encourage development of each parent's skills in child care, teaching, or advocacy on behalf of his/her handicapped or developmentally delayed child.

In addition to measuring changes in parental skills after program services, the inventory also offers guidelines for setting behavioral goals for parents that can be addressed by program activities. Goal attainment and behavior changes as measured by the SIP provides a method for evaluation of programs for parents.

Skills included in the SIP are those which are specifically addressed by the activities of Child Development Resources' Infant Program. The numbers that appear after each skill item designate the program activities through which the skill is addressed. These are: 1. Home Visits/Prescriptions, 2. Parent Group Activities, 3. Family Services, 4. Materials Provided, 5. Referrals to other Agencies.

Categorization

The inventory is divided into seven skill areas:

I. Parental Involvement with the Program as a Whole
II. Home Visits and Prescriptions
III. Teaching Skills
IV. Encouragement of Language Development
V. Physical Care
VI. Environment
VII. Broker-Advocacy Skills

Frequency Coding

The Inventory records change through the frequency coding which appears at the top of each page.

Codes are:

C = Consistently. (80%-100% of the time): The parent is setting a very high level of consistency in displaying the behavior, one that the child and/or staff can expect to continue to occur and which the parent experiences no difficulty in sustaining.

Frequencies other than C require an explanatory comment.

O = Often. (50%-79% of the time): The parent is plainly aware of the value of mastering the behavior and tries to do so, but for a variety of noted reasons, consistency is not high enough to warrant firm expectation of the behavior occurring. The behavior may need further explanation or encouragement by the program.

S = Sometimes. (Under 50% of the time): The behavior or skill has been observed, but for a variety of noted reasons, has not been incorporated in the parents' usual skill repertoire. The parent may not consider the item relevant, or essential to his interactions with the child and/or program. S should also be used when the behavior or skill is attempted but is incomplete, inconsistent, or misexecuted. The program may need to offer additional or more varied instruction, explanation, encouragement.

NY = Not Yet Observed. The person completing the Inventory has never observed the skill or parental efforts to master the skill. Comments are helpful in interpreting this code.

NA = Not Applicable. The skill or behavior is considered irrelevant by the parent and/or staff to parent-child progress at this time, or the family or other situation precludes behavior accomplishment at this time.

NO = No Opportunity. This code means there is no opportunity for the parent to be exposed to or develop the skill.

Criterion Referencing

Items marked + have been criterion-referenced. These criteria can be found at the end of this manual, pages 8-11.

The Parent Skills Worksheets

From among the skills the parents does not yet consistently practice in a given area, goal behaviors may be identified. Each selected goal behavior should be entered on a parent skills worksheet.

For each stated goal behavior, the case manager or other staff member responsible should record:

1. The SIP skill area.
2. The exact goal behavior.
3. The exact strategy(ies) to be pursued in facilitating emergence of the skill (goal behavior) or increasing the frequency with which the behavior is shown.
4. The dates or time period during which these strategies are expected to be employed.
5. Any other persons responsible for implementing strategies should be named and their roles defined.
6. Progress toward the goal behavior at the end of the specified time period. If the goal has not been met, new strategies need to be considered. When goals have been reached, new goals may be set.

An example of a completed Parent Skills Worksheet appears on Page 4 of this manual.

The case manager and parent should expect to be working on two or three behaviors selected as goals for each designated time period.

Some skills may have to be task-analyzed separately for each family situation. Over time, the worksheets will create a record of the effectiveness of a variety of strategies. This record will be useful in planning additional services and in evaluation of progress.

SAMPLE

PARENT SKILLS WORKSHEET

Parent Name: Mrs. B.H. Initial Frequency: S Date: 3-16-78

Case Manager: JBW Subsequent Frequencies: 0 6-30-78

C 8-28-78

---

1. Skill Area: II Home Visits and Prescriptions
2. Goal Behavior: #34, Parent plans time to implement prescriptions.
3. Strategies: Three year old Michael often interferes with parent/baby teaching sessions apparently due to jealousy of attention given baby. Also, Mrs. H. does not have a daily schedule to follow to accomplish her work. Plan: (1) Mrs. H. and I will work together on using a schedule for all her daily obligations and give it a trial period with adjustments as needed. (2) Will explore possibility of working on prescriptions when father or older brother are home and can entertain three year old. (3) Possible nursery school for Michael? Family can afford it.
4. Time: Review date 6/30/78 (four weeks)
5. Others Involved: Possibly Mrs. B., Director, Happy Hour Nursery.
6. Results: (6-30-78) Mrs. H. now managing approximately 60% of time to work with baby 10 minutes in the morning while others breakfast and 10 minutes during three year old's nap. She is thinking of nursery school after Michael is 4. Frequency = 0.
7. Re-evaluation/Further Planning: Continue to work towards consistency. Explore which prescription activities Mrs. H. enjoys most. She dislikes physical therapy activities - work with her on ways to make them more enjoyable.
8. Final: (8/28/78) - Frequency = C.

9

10

Choosing Goal Behaviors

Agencies using the SIP may use a variety of approaches in establishing goal behaviors for parents.

Some agencies may wish to do initial and subsequent frequency codings on all behaviors in all skill areas on all parents. Others may find it more useful to concentrate on only one or two skill areas for each parent or family. In some programs, it may be advisable to use the SIP only with certain families. Programs may also wish to use only certain skill areas, to revise skill areas, or to add new skill areas using the same format.

At Child Development Resources, the parent participates in setting goal behaviors. This is consistent with the agency's philosophy of including the parent in all phases of program planning for his child and in evaluation of all services he and his child receive.

The initial skills review and goal selection process takes place only after a minimum of four regular weekly parent-case manager contacts have taken place. Child assessment is complete and the parent is familiar with the results of the assessment and the program planned for his/her child.

SIP goals should be reviewed informally with parents on an ongoing basis and formally at quarterly intervals with a final inventory to record skill development at the end of the program year or at the time services to the family are terminated.

Area I, Parental Relationship to the Program as a Whole, is usually the area examined initially. Occasionally, more critical needs from another area are addressed first.

At Child Development Resources, the parent and case manager review together a number of skills before choosing goal behaviors. We recommend that all the skills reviewed together, whether two or twenty, be assigned an initial frequency code whether or not they are chosen as goal behaviors. When frequencies are assigned, the parent as well as the case manager should have the opportunity to record comments. Parents should initial their comments or record them with a different color ink or pencil. This provides a base from which "spillover" or "ripple effect" change can be measured.

For example, as shown in the sample inventory sheet on Page 6 of this manual, the case manager and parent have reviewed items 86-92 from the Environment Skill Area. Although there are no C frequencies recorded, only items 86,88, and 90 have been selected as goal behaviors for immediate work. Nevertheless, frequency may rise on several non-goal behaviors during the interval before progress is recorded. As item 88 (displaying affection) becomes more consistent, item 91 may also show improved frequencies because the parent is learning about and practicing more positive parent-child interactions.

SAMPLE

SKILLS INVENTORY FOR PARENTS

Initial Period Completed

Family Name: Mrs. B.H.

Key: C = Consistently (80%-100%)
O = Often (50%-79%)
S = Sometimes (less than 50%)
NY = Not Yet Observed
NA = Not Applicable
NO = No Opportunity
*Comment Section should be completed to explain ratings other than "C"
+Criterion-Referenced

BEHAVIOR OR SKILL	Initial Date:		Intermediate				Final Date:	
AREA VI. ENVIRONMENT	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
86. Parent is, or provides child with consistent caretaker. + (1,3,5)	S	Goal: Child left with variety of neighbors most of the time.						
87. Parent plays with child at least 30 minutes daily [by report or observation] (1,2,3)	S	Parent's report						
88. Parent displays physical and verbal affection (1,3)	S	Goal behavior Inconsistent but lots of warmth when displayed.						
89. Parent tries to protect child from effects of serious parental or family discord + (1,3,5)	NY	Parent reports lots of fights. Child is often present.						
90. Family is fairly secure and stable + (1,3,5)	NY	Goal Behavior						
91. Parent responds appropriately to child's expressed needs [cries, behavioral signals, verbalizations] + (1,2,3)	S	Doesn't seem to hear child 1/2 the time, i.e. doesn't respond.						
92. Parent does not allow child to dominate family resources or family functioning + (1,3,5)	NA	Does not bear on child progress at this time						

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

Evaluation

The SIP offers a system for evaluation of parent skill development in terms of:

1. Number of goal behaviors achieving a C frequency or lesser significant improvement.

2. Number of non-goal behaviors with improved frequencies of one or more steps from baselines of O, S, NY, or NO in certain cases.

Alteration and Adjustment

The SIP was written and revised for use as part of the Child Development Resources' Infant Program -- a program of home-based services for handicapped and at-risk children, birth to two. Programs desiring to use the instrument for their own parent programs should feel free to adapt or eliminate items and criteria to their own needs.

It is important that Child Development Resources receive feedback from persons or projects using the SIP with regard to content, format, and use. An evaluation form is provided. Please return it to Child Development Resources, Post Office Box 299, Lightfoot, Virginia 23090 after your staff has completed its study of the instrument.

Criteria

AREA I. PARENTAL RELATIONSHIP WITH PROGRAM AS A WHOLE

Items 1-11: The parent, if questioned, or by case manager's listening and observation, should evidence some comprehension of what professionals who are working with his child are trying to do. Examples: "The clinic helps me and the case manager understand the best ways to work with my child;" "The physical therapist is helping my child's neck muscles," etc.

Item 16: Parent voluntarily and without prompting makes arrangements to implement recommendations (or does so with the help of program staff) within a week or ten days. Example: If program suggests an orthopedic consultation, an appointment has been made within ten days, or if program suggests child is ready to begin spoon feeding, parent has initiated efforts to teach the new skill by the second home visit thereafter.

Item 17: "Essential special knowledge of child or his environment," refers to information such as stating any allergies a child has; indicating a history of seizure on the part of one parent; child is living in situation where relatives undermine attempts to teach the child, etc. Information essential to planning an effective program with some expectation of successfully implementing the program within the parameters of the parent-child dyad's living situation.

Item 22: "Makes effort to get child to DDC." Parent has child dressed, fed (if applicable), changed and ready, diaper bag packed when bus or other ride arrives. Does not continuously refuse or cancel transportation arrangements made, or repeatedly promise to come and then not appear. Obviously, when these behaviors do occur repeatedly, DDC is either threatening or non-valuable to the parent, and the program needs to identify causes, especially since children are assessed at DDC every three months.

Item 23: "Effort to attend parent meetings." Parents for whom group attendance is recommended are expected to attend 50% of parent meetings and are so informed. It is recognized that certain meetings are more relevant for individual parents than others and case managers encourage attendance at those of most value for each parent. Effort therefore means the parent, child (or children) are ready to leave in time to attend; awake, dressed, fed; parent does not repeatedly promise to come and then fail to appear or cancel at the last moment (see item 22).

Item 26: This is one of the few behaviors or skills stated negatively in the inventory. It is recognized that every parent may have enthusiastic outbursts or days when group support is a very pressing need. Therefore, rating should be made over at least a six-week observation period of behavior in the groups.

AREA V. PHYSICAL CARE

Item 79: "Reasonably clean." Face, ears, hands, umbilicus, diaper area are washed when visibly dirty, sticky, smelly. Clothing (other than diapers) is changed at least every other day or when food is spilled on the garment, the garment is wet, or stained with fecal matter. There is an absence of diaper rash, bacterial sores, crusts on umbilicus, genitals, oral area.

AREA V. PHYSICAL CARE (Continued)

Item 82: "Protects from majority of injuries." Temperature of bottle, food, bath is tested before administration. Sharp, pointed or poisonous substances are kept beyond child's reach. When available, seat belt or car seat is used in auto travel. Sleeping, changing, and eating arrangements prevent falls. In playing, child is placed where falls will not occur, supervised when exploring new areas (e.g. bathroom, staircase) or not allowed access to such dangers as stairs or full tub. Child is protected from pets who bite or claw. Child is held correctly for developmental age, not lifted without essential head and back support or by the head or limbs. If child is mobile, dangerous items are locked up or put beyond reach; child is prevented from exploring hot appliances, electrical wiring, refrigerators. Child is supervised sufficiently to prevent him wandering out of sight or onto busy roads when outside.

Item 84: Parent is able to discern and/or take child's temperature, notes paleness, unusual sweating, unusual sleepiness or irritability, unexplained rashes, diarrhea, vomiting, coughing, chest or nasal congestion and adjusts clothing, diet and planned activities according to child's condition.

AREA VI. ENVIRONMENT

Item 86: Child has enough contact with one primary caretaker to allow psychological attachment to take place. Child is not left with relatives and babysitters and then moved back home or to another setting every few days. If parent works or is in school, the child has one steady babysitter, except in emergencies. The child is fed two-thirds of the time by the primary caretaker and sees the primary caretaker daily during at least one waking period. Caretaker is present during medical examinations two-thirds of the time. Parent either is with the child when he awakens or at bedtime.

Item 89: When marital or family arguments occur, child is removed from scenes and from earshot. The child is not blamed, not continuously named as the cause of family problems, is not punished for becoming upset during family fights. The child is also not allowed to suffer violence at the hands of those involved in the discord; i.e. the parent whose shouting during marital fights causes the child to cry fearfully; crying then irritates the parent; child is then struck for irritating parent.

Item 90: Family enjoys enough financial security to have safe housing, adequate food, clothing and medical care. Parent does not repeatedly desert child, or have multiple or constantly changing sexual partners temporarily filling mother/father role. No known nomadism, substance abuse, presenting psychotic episodes, disabling health problems, disabling depression. Flagrant criminal activity not present. Physical or verbal violence in the home is non-existent or extremely rare. Child is exposed to more harmonious interactions than unharmonious in his home life.

Item 91: Parent is aware and responds when child is in pain, uncomfortable, fearful, hungry or sleepy, tries to meet the need and allay fear within a reasonable length of time, i.e. does not expect young child to wait more than one hour for a meal or bedtime or to cease crying when afraid or physically miserable without comforting the child first.

AREA VI. ENVIRONMENT (Continued)

Item 92: The reasonable needs of the marriage partner and other children are not ignored or pushed aside. Parents' available reserves of money, time, energy, attention or affection are shared fairly among all family members according to need. Other family members do not continuously give up reasonable activities for the sake of the special child.

Examples:
1. The parent who does not attend a school conference for a normal sibling because the special child allegedly cannot be left with a babysitter.
2. The sibling is expected to give up being on a ball team to take care of the special child every day.
3. The mate whose sexual access to his or her partner is curtailed because the partner insists on having the special child in the bedroom or even in the bed.

Item 95: When the child in the program misbehaves or otherwise behaves inappropriately, the parent does not overwhelm the child with reactive verbal or physical anger or abuse or continuously give up and give in to the child under the pressure of the child's insistence.

Item 96: The parent attempts to aid the child enough to avoid frustration when appropriate. When unavoidable, the parent accepts the child's frustrated feeling, attempts to provide action catharsis or distraction or explanation that eases the child's learning to deal with the situation.

Examples:
1. The parent gives the child an old pocketbook with interesting items in it, but does not allow free access to the parental pocketbook.
2. Parent provides cloth picture books, non-toxic crayons or non-breakable items to replace expensive family books, ballpoint pens or valuable items forbidden to the child.
3. When the parent must oppose the child directly, the parent remains firm but helps the child master his feelings by permitting him to express his feelings verbally or through acceptable play activities.

Item 97: For this item, here are some examples of limits to be set: Parent is able to put the child in a safe place while cooking on a hot stove without feeling guilty. Parent puts the child firmly to bed on time to free herself to help older siblings with homework or allow herself time to relax. In short, the parent can tolerate the child's fussing and protests over such limits without feeling unsure of herself or guilty even when limits are designed to protect child or well-being of other family members.

AREA VI. ENVIRONMENT (Continued)

Item 98: When reasonable limits such as in Item 97 are set, the parent sticks to the rule made, does not change or drop rules with each episode of limit-testing.

Example: Parent enforces the bedtime or restriction of sweets on Monday, gives in on Tuesday, enforces on Wednesday, changes bedtime on Thursday, etc.

Item 105: Harsh physical punishment can be defined as slaps or blows to the child's head, face, or body that cause prolonged reddening of the skin, severe fright or pain, bruises, marks, whether or not a weapon was used. The reinforcing fanny-pat is not included, nor is physical restraint that does not injure the child.(See the Virginia Child Abuse Law.)

Item 106: Emotional punishment is actions or words blaming or shaming a child and conveying the message that the child is unworthy of parental love and esteem. Emotional neglect is failure to interact positively with the child sufficiently to allow him to form a self-image of being valuable to the parent.(See the Virginia Child Abuse Law.)

Item 107: Overprotection occurs when the parent does not allow normal socializing, explorative, or skill acquisition activities for which the child is developmentally ready due to parental fear that the child will be hurt, will misbehave, or will fail. The message to the child is that he is helplessly dependent, incompetent or a bad untrustworthy person. He may incorporate this self-perception in his total self-image and cease to continue to develop in this way, or may secretly engage in the forbidden activity, thus fulfilling the parental perception of him as a misbehaver by disobeying the parental stricture.

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SKILLS INVENTORY *for* PARENTS

Skill Areas and Worksheets

EC130144

CHILD DEVELOPMENT RESOURCES ● LIGHTFOOT, VIRGINIA

PARENT SKILLS WORKSHEET*

Parent(s) Name:_____ Initial Frequency:_____ Date:_____

Case Manager:_____ Subsequent Frequencies:___ _____

___ _____

---

1. Skill Area:_____

2. Goal Behavior and Number:_____

3. Strategies:_____

_____

_____

_____

4. Time:_____

5. Others Involved:_____

6. Results:_____

_____

_____

_____

7. Re-evaluation/Further Planning:_____

_____

_____

_____

8. Final:_____

SKILLS INVENTORY FOR PARENTS

Family Name:_____

Key: C = Consistently (80%-100%)
O = Often (50%-79%)
S = Sometimes (less than 50%)
NY = Not Yet Observed
NA = Not Applicable
NO = No Opportunity
*Comment Section should be completed to explain ratings other than "C"
+Criterion-Referenced

BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA I. PARENTAL RELATIONSHIP WITH THE PROGRAM AS A WHOLE	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
After orientation and explanation, the parent expresses understanding of (1 - 11): +								
1. The criteria for entrance to the program.								
2. Why this program is appropriate for own child (1,2,3,4,5)								
3. The purpose of clinic (1,2,3)								
4. The purpose of program mandated assessment and recommended assessment (1,2,3,4)								
5. The role of the case manager (1,2,3,4)								
6. The role of the speech therapist (1,2,3,4)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

SKILLS INVENTORY FOR PARENTS

Family Name:_____

Key: C = Consistently (80%-100%)
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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA I. PARENTAL RELATIONSHIP WITH THE PROGRAM AS A WHOLE (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
7. The role of the occupational therapist (1,2,3,4)								
8. The role of the physical therapist (1,2,3,4)								
9. The role of the family services coordinator (1,2,3,4)								
10. Own role in demonstration aspects of the program (1,2,3,4)								
11. Terminology used in assessments of own child essential to understanding child's condition and program (1,3)								
12. Parent requests and/or understands explicit information on child's condition and prognosis (1,3,5)								
13. Parent attends staffing (IEP Planning) when invited (1,3,5)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

SKILLS INVENTORY FOR PARENTS

Family Name:_____

Key: C = Consistently (80%-100%)
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+Criterion-Referenced

BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA I. PARENTAL RELATIONSHIP WITH THE PROGRAM AS A WHOLE (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
14. Parent participates in staffings [appears to listen/ communicate/question] (1,3)								
15. Parent verbalizes understanding of reasons for recommendations made (1,3)								
16. Parent follows through on recommendations made + (1,3)								
17. Parent shares own special essential knowledge of child and his environment with at least one staff member + (1,2,3)								
18. Parent asks for help or guidance when needed (1,2,3,5)								
19. Parent asks questions freely as they arise (1,2,3)								
If Developmental Day Care has been suggested as appropriate (21 - 22):								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

SKILLS INVENTORY FOR PARENTS

Family Name:_____

Key: C = Consistently (80%-100%)
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+Criterion-Referenced

BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA I. PARENTAL RELATIONSHIP WITH THE PROGRAM AS A WHOLE (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
21. Parent verbalizes understanding of purpose, format of DDC after explanation (1,2,3,4)								
22. Parent makes effort to get child to DDC + (1,3,5)								
If Parent Group Program has been suggested as appropriate (23 - 27):								
23. Parent makes effort to attend parent meetings 50% of the time + (1,3,5)								
24. Parent verbalizes understanding of purpose/format of parent group meetings, after explanation (1,2,3,4)								
25. Parent verbalizes reaction to parent meeting content [disagrees, endorses, questions] (1,2,3)								
26. Parent does not consistently focus group attention on self by interruption, distraction, domination during meetings + (2,3)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

SKILLS INVENTORY FOR PARENTS

Family Name:_____

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O = Often (50%-79%)
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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA I. PARENTAL RELATIONSHIP WITH THE PROGRAM AS A WHOLE (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
27. When able, parent is willing to assume responsibilities in parent group [volunteers or agrees when asked] (2,3)								
28. When able, parent offers or agrees to help program in other areas [board member, volunteer, demonstration, fund raising, etc.] (2,3)								
Other:								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

PARENT SKILLS WORKSHEET*

Parent(s) Name:_____ Initial Frequency:_____ Date:_____

Case Manager:_____ Subsequent Frequencies:____ _____

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1. Skill Area:_____
2. Goal Behavior and Number:_____
3. Strategies:_____

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4. Time:_____
5. Others Involved:_____
6. Results:_____

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7. Re-evaluation/Further Planning:_____

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA II. HOME VISITS AND PRESCRIPTIONS	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
29. Parent and child ready for home visits [dressed, fed, distractions controlled, equipment or prescriptions at hand] (1,3)								
30. Parent notifies case manager of need to break or change appointments prior to case manager leaving office for the home (1)								
31. Parent keeps prescriptions readily available for own reference (1)								
32. Parent questions rationale for prescriptions (1)								
33. Parent seeks clarifications of prescriptions as needed (1)								
34. Parent plans time to implement prescriptions (1)								
35. Parent clears place to implement prescriptions (1)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA II. HOME VISITS AND PRESCRIPTIONS (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
36. Parent uses appropriate toys or equipment [after instruction and/or provision] to implement prescriptions (1)								
37. Parent listens to, uses, tries to use ideas of case manager and/or staff (1,3)								
38. Parent attends to case manager when prescription is explained and modelled (1)								
39. Parent practices own skills required to use prescriptions, after demonstration (1)								
40. Parent reports child's progress to case manager and/or staff (1,3)								
41. Parent participates with case manager when setting appropriate prescriptive learning goals for child (1)								
42. Parent tries a variety of approaches to task (1)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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AREA II. HOME VISITS AND PRESCRIPTIONS (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
43. Parent shares teaching problems with program personnel (1,2,3)								
44. Parent implements prescriptions without prompting, by verbal or written report (1)								
45. Parent records occurrences of teaching sessions and their outcome when requested and after explanation (1)								
Other:								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

PARENT SKILLS WORKSHEET*

Parent(s) Name:_____ Initial Frequency:_____ Date:_____

Case Manager:_____ Subsequent Frequencies:____ _____

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1. Skill Area:_____

2. Goal Behavior and Number:_____

3. Strategies:_____

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4. Time:_____

5. Others Involved:_____

6. Results:_____

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7. Re-evaluation/Further Planning:_____

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA III. TEACHING SKILLS	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
46. Parent describes or records child's behavior accurately (1)								
47. Parent obtains and maintains child's attention to task (1)								
48. Parent correctly models task (1)								
49. Parent gives clear short verbal instruction (1)								
50. Parent uses appropriate recommended tone and volume of voice when teaching (1)								
51. Parent uses prompts and cues appropriately (1)								
52. Parent physically assists child appropriately (1)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA III. TEACHING SKILLS (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
53. Parent "shapes" behaviors, using consistent procedures (1)								
54. Parent exhibits enthusiam and pleasure when working with his child (1)								
55. Parent attends to teaching task (1)								
56. Parent identifies reinforcers (1)								
57. Parent uses concrete reinforcers (1)								
58. Parent uses effective reinforcers (1)								
59. Parent pairs concrete reinforcers with praise and affection (1)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA III. TEACHING SKILLS (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
60. Parent obtains appropriate teaching materials by requesting, making, buying or borrowing (1,3,5)								
61. Parent adapts materials to child's individual learning needs (1)								
62. Parent generalizes teaching skills to new/other tasks (1,2,3)								
63. Parent discontinues lesson before child's limitations are reached [energy, attention, motivation] (1)								
64. Parent controls own frustration in teaching situation (1,3)								
65. Parent controls environmental distractions [te]e-vision, company, other household members, pets] (1.3.5)								
66. Parent reports efforts to elicit cooperation of other household members (1,2,3,5)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

PARENT SKILLS WORKSHEET*

Parent(s) Name:_____ Initial Frequency:_____ Date:_____

Case Manager:_____ Subsequent Frequencies:____ _____

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1. Skill Area:_____
2. Goal Behavior and Number:_____
3. Strategies:_____

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4. Time:_____
5. Others Involved:_____
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AREA III. TEACHING SKILLS (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
Other:								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA IV. ENCOURAGEMENT OF LANGUAGE DEVELOPMENT	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
67. Parent provides sufficient sucking and feeding experiences, as recommended (1,5)								
68. Parent allows child to mouth safe objects (1,3)								
69. Parent vocalizes to infant, talks to child (1,3)								
70. Parent responds verbally to child's vocalizations (1,3)								
71. Parent uses consistent name for child (1,3)								
73. Parent uses clear simple language (1,3)								
74. Parent reinforces child's verbalizations (1,3)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA IV. ENCOURAGEMENT OF LANGUAGE DEVELOPMENT (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
75. Parent listens to child with attention [parent nods, turns to, smiles, verbally responds or approaches child] (1,3)								
76. Parent provides variety of language, learning experiences for child [walks, trips to market, restaurants, relatives, etc.] (1,3,5)								
77. Parent expects realistic developmental level of receptive language from child, after explanation (1)								
78. Parent expects realistic developmental level of expressive language from child, after explanation (1)								
Other:								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

PARENT SKILLS WORKSHEET*

Parent(s) Name:_____ Initial Frequency:_____ Date:_____

Case Manager:_____ Subsequent Frequencies:___ _____

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1. Skill Area:_____
2. Goal Behavior and Number:_____
3. Strategies:_____

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5. Others Involved:_____
6. Results:_____

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA V. PHYSICAL CARE	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
79. Parent keeps child reasonably clean + (1,2,3,5)								
80. Parent gives child sufficient, balanced diet as generally recommended for age (1,2,3,5)								
81. Parent supervises child when awake, child is either kept in safe place or responsible caretaker is present (1,2,3,5)								
82. Parent protects child from majority of injuries + (1,2,3,5)								
83. Parent sees that child receives regular well-baby check-ups, innoculations, appropriate medical care when ill (1,2,3,5)								
84. Parent recognizes onset of illnesses + (1,2,3,5)								
85. Parent dresses child appropriately, [clothing usually fits and is appropriate for season and weather] (1,3,5)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA V. PHYSICAL CARE (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
Other:								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

PARENT SKILLS WORKSHEET*

Parent(s) Name:_____ Initial Frequency:_____ Date:_____

Case Manager:_____ Subsequent Frequencies:___ _____

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1. Skill Area:_____
2. Goal Behavior and Number:_____
3. Strategies:_____

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4. Time:_____
5. Others Involved:_____
6. Results:_____

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA VI. ENVIRONMENT	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
86. Parent is, or provides child with consistent caretaker + (1,3,5)								
87. Parent plays with child at least 30 minutes daily [by report or observation] (1,2,3)								
88. Parent displays physical and verbal affection (1,3)								
89. Parent tries to protect child from effects of serious parental or family discord + (1,3,5)								
90. Family is fairly secure and stable + (1,3,5)								
91. Parent responds appropriately to child's expressed needs [cries, behavioral signals, verbalizations] (1,2,3)								
92. Parent does not allow child to dominate family resources or family functioning + (1,3,5)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA VI. ENVIRONMENT (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
93. Parent has expectations of child behaviors appropriate to developmental level [after explanation, if needed] (1,2,3)								
94. Parent demonstrates patience with behaviors typical of developmental level of child (1,2,3,5)								
95. Parent copes with inappropriate behaviors without undue anger and frustration + (1,2,3,5)								
96. Parent helps child deal with own frustration positively + (1,2,3)								
97. Parent sets limits to protect child and allow other normal family functions to occur + (1,2,3,5)								
98. Parent is consistent in enforcing limits set + (1,2,3)								
Parent can use constructive methods of discipline (99 - 104):								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA VI. ENVIRONMENT (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
99. Preventive environmental manipulation (1,2,3)								
100. Ignoring (1,2)								
101. Distracting (1,2)								
102. Removing and/or isolating child (1,2)								
103. Revoking privileges (1,2)								
104. Reinforcing appropriate behavior (1,2)								
105. Parent avoids use of harsh physical punishment + (1,2,3)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA VI. ENVIRONMENT (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
106. Parent avoids use of harsh emotional punishment + (1,2 3 5)								
107. Parent avoids overprotection of child + (1,2,3,5)								
Other:								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

PARENT SKILLS WORKSHEET*

Parent(s) Name:_____ Initial Frequency:_____ Date:_____

Case Manager:_____ Subsequent Frequencies:___ _____

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1. Skill Area:_____

2. Goal Behavior and Number:_____

3. Strategies:_____

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4. Time:_____

5. Others Involved:_____

6. Results:_____

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA VII. BROKER-ADVOCACY	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
108. Parent requests help in locating or initiating services for child, if needed (1,3,4,5)								
109. Parent requests and/or understands information or criteria on available resources for child (1,3,4,5)								
110. Parent requests and/or understands explanations on legal, educational and civil rights of the handicapped individual and parent (1,2,3,5)								
111. Parent uses information furnished to seek services on behalf of child and/or self (1,3,4,5)								
112. Parent seeks access to local school division programs and personnel and placement committees (1,2,3,4,5)								
113. Parent attends field trips to facilities appropriate for child (2,3,5)								
114. Parent participates in advocacy/information groups such as ARC, Parents of Exceptional Children, etc. (1,2,3,5)								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.

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BEHAVIOR OR SKILL	Initial Date:_____		Intermediate				Final Date:_____	
AREA VII. BROKER-ADVOCACY (Continued)	Frequency	COMMENTS*	Frequency	Date	Frequency	Date	Frequency	COMMENTS*
115. Parent seeks additional information on handicapped children in general [literature, television, conferences, etc.] (1,2,3,4,5)								
NOTE: Items 114 and 115 are not considered essential to child progress, but are appropriate program goals for certain parents, nevertheless.								
Other:								

Training is offered for the behavior by the following CDR components: (1) Home Visit/Prescription; (2) Parent Group Activities; (3) Family Services; (4) Materials Provided; (5) By Referral to Other Agency.